Designated English and Transitional Composition

Date: June 2018  
Proposed Grade Level(s): 6-8  
Grading: A-F  

Co-requisite(s): Grade-level English  
Recommendation for placement: ELL students within 2 years of grade-level reading  
English only students transitioning from strategic or intervention English to grade-level ELA 6, 7, or 8

COURSE DESCRIPTION:

Transitional composition is an English elective course that is designed to help students become skilled writers by engaging them in thoughtful exercises that will extend across content areas. The course is for students who need designated English language support or additional scaffolding due to reading deficiencies. Because the course is designed to integrate thinking, reading, and writing, students will become aware of writing as a process and deepen their understanding of the ways writers use language to convey specific ideas. Students will explore a variety of writing genres outlined in the CACC Standards focusing on, but not limited to, writing claims and evidence. Students will also be supported in skill-building for structure, organization, mechanics and word choice. Instruction will include writing for better comprehension of literary and informational texts.

GENERAL GOALS/ESSENTIAL QUESTIONS:

Goals:
- Provide engaging and relevant activities that allow students to develop their writing skills to master the California Reading and Writing Common Core FCUSD guaranteed and viable standards.
- Provide a framework for students to more confidently engage in the writing process across the curriculum.
- Provide scaffolding and Tier 2 intervention for the grade-level English Curriculum and Standards.
- Provide designated English language support for Expanding and Bridging English Language Learners.
- Provide ample opportunity to grow stamina in writing function and practice.

Essential Questions:
- How can we use writing to express our ideas and be better understood?
- How can our increased vocabulary help us to make our writing more accessible and interesting?
- How does critical thinking make us better writers?
- How can organization help our writing and help us to be better learners?
- Why is being a good writer important to our being successful in college and/or a career?

COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):

Key Ideas & Details
1. Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft & Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

Text Types & Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):

Comprehension & Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Parts of Writing

Featured Genres: fiction, informational

Key Writing Skills: thesis statement, organize informative writing, supporting details, introductions, body paragraphs & transitions, conclusions

Writing Project: Students will create a portfolio several short responses to a variety of informational and literary text with specific focuses on thesis writing; organize information, using details, and the parts of a paper.

Unit 2: Narrative Writing

Featured Genres: fiction, informational

Key Writing Skills: thesis statement, audience and purpose, organize narrative writing, supporting details, introductions, body paragraphs & transitions, conclusions

Writing Project: As students make their way through the unit, they will compile a number of ideas related to life-changing experiences that people face and the impact the experiences have on people’s lives. The writing project for this unit helps students share those ideas through a well-constructed narrative of their own life experiences.

Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process, while skill lessons offer modeling and instruction on criteria within each step specific to the writing form.
Unit 3: Expository Writing

Featured Genres: fiction, informational

Key Writing Skills: thesis statement, audience and purpose, organize argument writing, supporting details, introductions, body paragraphs and transitions, conclusions, style, sources and citations

Writing Project: The writing project for this unit helps students showcase their knowledge through a well-constructed informational essay. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process, while skill lessons offer modeling and instruction related to the specific mode of writing.

Unit 4: Argumentative Writing

Featured Genres: fiction, informational

Key Writing Skills: audience, purpose, and style, research and note-taking, thesis statement, organize argumentative writing, supporting details, introductions and conclusions, body paragraphs and transitions, sources and citations

Writing Project: The extended writing project for this unit helps students showcase their knowledge through a well-constructed argumentative essay. Students will practice their critical thinking skills in order to recognize thesis possibilities based given evidence, and to find evidence based on a given claim in various literary and real-world circumstances. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process, while skill lessons offer modeling and instruction on criteria within each step specific to the writing form.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbook
StudySync Grade 6, 7 or 8 (with Designated Supports) Bookhead Ed Learning, LLC ©2015

Resource Materials
Auman, Maureen. Step Up to Writing 6-8 Longmont, CO: Voyager Sopris Learning, ©2016


SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Common Core State Standards for Language Arts and Literacy

Reading Literature 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Information 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Information 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Writing 6.1 1. Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s) and organize the reasons and evidence clearly
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from the argument presented

Writing 6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., Headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate transitions to clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style.
   f. Provide a concluding statement or section that follows from the information presented

Writing 6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
   c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.
   d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
   e. Provide a conclusion that follows from the narrated experiences or events

Writing 7.1 Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument

Writing 7.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Writing 8.1 Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counter claims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument.

**Language 6.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).

b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly.

c. Recognize and correct inappropriate shifts in

d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). *

e. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

**Language 6.2a** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements. *

**Language 7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. *

**Language 7.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).

b. Spell correctly

**Language 8.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

b. Use an ellipsis to indicate an omission.

c. Spell correctly.

**California English Language Development Standards**

Part I: Interacting in Meaningful Ways, Area C: Productive, Bridging Level, 8th grade

10. **Writing** a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).
11. Justifying/arguing a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., potentially/certainly/absolutely/should/might)

12. Selecting language resources a. Use an expanded set of general academic words (e.g., specific, contrast, significant, function, adequate, analysis), domain-specific words (e.g., scene, irony, suspense, analogy, cell membrane, fraction), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing destroy destruction, probably probability, reluctantly).

Part II: Learning About How English Works, A. Structuring Cohesive Texts, Bridging Level, 8th grade

1. Understanding text structure Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.

2. Understanding cohesion a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., for instance, in addition, consequently) to comprehending and writing texts with increasing cohesion.

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who will be able to comprehend reading and share their learning through the written word
- **Constructive Thinkers:** who will be able to use writing to organize their ideas
- **Effective Communicators:** who will be able to use learning to convey their thoughts and needs
- **Collaborative Workers:** who will be able to express their thoughts in writing and understand those of others
- **Quality Producers/Performers:** who will be able to use effective English grammar and spelling in an organized way
- **Responsible Citizens:** who will be able to use the written word to collaborate in self-governance